Stephen F. Austin State University
DeWitt School of Nursing
ASSESSMENT ACROSS THE LIFESPAN
Course Number:  NUR 307
Section Number(s):  001 – 008
Clinical Section(s):  010 – 017
Fall 2018

Course Coordinator
Angela D. Jones, DNP, RN

Clinical Instructors
Angela D. Jones, DNP, RN
Regina Low, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:  *D2L is the primary form of communication for this course*; use the SFA email address only if D2L is down.

Name: Angela D. Jones, DNP, RN (Course Coordinator)  
Department: Nursing  
Email: jonesas7@sfasu.edu  
Office Phone: (936) 468-7725  
Office: Room #107A (Annex- top of the hill)  
Office Hours: Tuesday 1300-1600  
Wednesday 1300-1500  
Thursday 0900-1200  
Other times available by appointment.

Name: Regina Low, MSN, RN (Clinical Only)  
Department: Nursing  
Email: lowrd@sfasu.edu  
Office Phone: (936) 468-7724  
Office: Room # 180  
Office Hours: Wednesday 0900-1200  
Thursday 0900-1200  
Friday 0900-1200  
Or by appointment

Class meeting time and place

- **Lecture:** Monday 0800-0900  Room #107 (All Sections)
- **Clinical:** Monday 0900-1030  Room #107 (All Sections)
- **Lab:**  
  - Monday 1030-1200  Room #121 (Assignments to lab posted on D2L)  
  - Monday 1300-1430  Room #121  
  - Monday 1430-1600  Room #121  
  - Monday 1600-1730  Room #121

Textbooks and Materials

****(digital content on the Evolve/Elsevier website, access code required)***

Shadow Health. (2017). Digital Clinical Experience (Version 5.0) [Software].  
***You may also purchase from the university bookstore.***

Required Supplies:

- Health Assessment Kit: Will be handed out on the 1st day of clinical lab.  
- Stethoscope: Littmann is preferred, (Classic II SE, or Master Classic) but not required.  
- Clinical Dress as per SON Policy #18
For registration and purchase of Shadow Health:
1. Registration directions: [http://link.shadowhealth.com/How-to-Register](http://link.shadowhealth.com/How-to-Register)
   - If you already have a Shadow Health account, you do not need to register for an additional student account. To add a course to your existing account log in and follow these instructions: [http://link.shadowhealth.com/How-to-Add-a-Course](http://link.shadowhealth.com/How-to-Add-a-Course)
2. Enter Course PIN - **Fall2018-0946-5256-0493-6269**
3. **Method of payment (when purchasing online)**
   - If you are unable to attend the webinar, then please complete the video introduction to Shadow Health at [https://www.surveygizmo.com/s3/4458386/Student-Introduction-Video](https://www.surveygizmo.com/s3/4458386/Student-Introduction-Video)
5. Review your Student Handbook. Many of our Undergraduate courses offer the access to a Student Handbook. This handbook can be found in the top right corner of your “Course Overview” page.

**Course Description**
Two semester hours, one hour didactic and three hours of clinical practicum. Acquisition and application of nursing assessment skills for clients throughout the lifespan to provide a basis for critical thinking and nursing practice decisions.

**Unabridged Course Description**
This course builds on a prerequisite knowledge base from the humanities, arts, sciences, and previous and concurrent nursing courses to provide students with an opportunity for the acquisition and application of nursing assessment skills for clients across the lifespan. The course emphasizes normal assessment findings, professional communication skills, and the nursing process to provide a basis for critical thinking and decision making in the holistic care of clients of diverse spiritual, socio-economic, and ethno-cultural backgrounds and beginning collaboration with interdisciplinary healthcare team members.

**Number of Credit Hours**
2 credit hours (1 lecture/3 clinical practicum)

**Course Prerequisites and Co-requisites**
Prerequisites: NUR 304, Admission to Nursing Program
Co-requisites: NUR 305, NUR 306, NUR 308

**Program Learning Outcomes**
Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Outcomes**
None
Student Learning Outcomes

The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing assessment as sources for making nursing practice decisions.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Identify moral, ethical, economic, and legal issues affecting nursing assessment.
4. Use the nursing process when assessing clients of diverse developmental levels, spiritual, socio-economic, and ethno-cultural backgrounds.
5. Develop principle elements of nursing assessment skills.
6. Distinguish normal from abnormal findings in the assessment of patients.
7. Document assessment findings clearly and succinctly.
8. Interact with interdisciplinary healthcare team members to integrate socio-economic, spiritual, and ethno-cultural factors for holistic patient assessment and care.
9. Relate research findings to history taking and assessment.

Differentiated Essential Competencies (DEC’s)

The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.

Please refer to the Texas BON website for additional information.
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

All students are responsible for the Policies and Procedures of the School of Nursing.
Please review the School of Nursing Policies located on the SFASU Nursing website. You are required to consent to, and abide by, the policies of SFASU and of the DeWitt School of Nursing while a student in this nursing program. http://www.sfasu.edu/nursing

Computer capability to use the D2L system is required.
To learn more about using D2L, visit SFA ONLINE at http://www.sfaonline.info/ and https://d2l.sfasu.edu/d2l/home where you will find instructions and video tutorials. You are responsible for being able to utilize D2L.
For assistance with technical issues, and D2L proficiency, please contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact Information Technology Service at 936-468-HELP (4357) or at helpdesk@sfasu.edu

Course Calendar (class and clinical combined) is located at the end of the syllabus.
Course Requirements:
Computerized exams, HESI computerized comprehensive final exam, clinical check-offs, simulation activities, Shadow Health assignments, and group cultural presentations are used to determine the student’s level of performance.

Grading Policy
Evaluation is based on achievement of the course objectives. Attendance for exams is mandatory; however, in certain situations such as health, family emergencies, or student participation in approved university-sponsored events, a make-up exam may be given in accordance with SON Policy #20 at the discretion of the course instructor.
In the event of an imminent absence, the student will:
1. Notify the lead course instructor PRIOR to the beginning of the exam;
2. Contact the lead course instructor with two (2) business days following the exam in order to make arrangements to take the exam.
If the absence is not excused (Policy #20), a zero (0) will be received for the exam.

Rounding as per SON Policy 66:
1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
3. The grading schedule for all Nursing Courses is as follows:
   90-100 = A
   80-89  = B
   75-79  = C
   Less than 75 = F
Grade Distribution

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>15</td>
</tr>
<tr>
<td>Exam #2</td>
<td>15</td>
</tr>
<tr>
<td>Exam #3</td>
<td>15</td>
</tr>
<tr>
<td>Exam #4</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam (HESI - comprehensive)</td>
<td>15</td>
</tr>
<tr>
<td>Shadow Health: Weekly concept labs/system exams</td>
<td>10% (1% each x10)</td>
</tr>
</tbody>
</table>

(These 5 exams and the weekly Shadow Health (SH) = 85% of total course grade)

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Clinical</td>
<td>10</td>
</tr>
</tbody>
</table>

(The cultural presentation and clinical grades = the remaining 15% of the total course grade. See clinical grading distribution in clinical section)

In order to pass the course, you must:

1. Have a weighted mean exam score of 75%, or better (based on percentages above for Exams 1, 2, 3, 4, Final Exam (HESI), and the Shadow Health: Weekly concept labs/system exams);
2. Have an overall course grade of 75%, or better;
3. Pass the clinical portion of the course. (Please refer to your student handbook, clinical requirements in syllabus for details, and SON Policy #25).

Cultural Presentation

Students will be placed in groups for work on the cultural presentation. Each group will be responsible for putting together a PowerPoint presentation on their assigned culture, 5 multiple choice questions on the cultural group for use on a test and two food items from their culture. Questions should be submitted using Microsoft Word and e-mailed to lead instructor one week prior to presentation by 5:00pm through D2L. Failure to turn this in by deadline OR in the wrong format will result in points being deducted from the presentation grade. This project will require working together!!!! Look for resources ASAP in your community, at the library or reliable internet resources. You may use audio visual aids, etc., be creative! This is a presentation – you may dress in your uniform, business casual or as your culture but everyone must do the same thing. A copy of your PowerPoint slides and your peer evaluation are due on the day of the presentation. The presentation should be NO LONGER than 15 minutes in length and should address the following topics:

- Communication, Space & Time Orientation
- Dietary Practices
- Religious Organization
- Family Structure and Leadership
- Biological Variations and Health Concerns
- Special Customs Related to Birth, Death, Marriage, etc.
- Nursing Implications: (Utilizing the above information, how does this influence your nursing care?)
**Classroom: Absence, Late Work, Testing, & Electronic Devices**

**Lecture & Exams** - Attendance is strongly encouraged. Attending the lecture will increase the student’s successful completion of the course. Makeup work for absences is usually not acceptable and will be at the discretion of the instructor. No late assignments will be given or accepted without prior notification of lead instructor.

**Testing Expectations** - Because of the testing classroom environment, if you need a larger font, you must seek accommodations through Disability Services. Changing the font size during an exam is not allowed. *Changing the font size requires a two-click process; therefore, it is a blatant violation of testing expectations and this will result in a ZERO on the exam.* Testing is *never* a joint effort. Students may only have earplugs and a pen/pencil. One piece of paper may be supplied by instructor(s) only. NO hats, caps, hoodies, drinks/food, calculators, sunglasses, electronic devices (including smart watches), note cards with information on content are allowed. Backpacks and keys will be placed in designated area in testing room. Cell phones will be *turned off* and left at the front of the room.

**Late to Class** - The doors to the classroom will be secured (locked) at the beginning of class. Please tend to your personal needs prior to class, or during lecture breaks. If you are late to class, you may wait in the hallway and only enter the room during lecture breaks given by the instructor. Do not attempt to have another student open the door from the inside; this is disruptive to the class and you will not be allowed to enter the classroom.

**Cell Phones** - Class norms determined by the class at the beginning of the semester; however, the instructor is responsible for maintaining an environment conducive to learning for all students. Therefore, disruptive use of cell phones may result in a student being asked to leave class.

**Electronic Devices** - Computers, notebooks, or electronic tablets may be used in the *back rows* of the classroom. Students are responsible for using technology in a professional manner. Instructors retain the right to limit or restrict the use of technology at any time without prior notice.

**Academic Integrity & Academic Dishonesty**

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor will have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty (SFASU Policy 4.1 Student Academic Dishonesty)
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assignment; and/or (3) helping or attempting to help other students(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as one's own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author credit.
(Taken from SFASU 4.1 Student Academic Dishonesty Policy)

In accordance with University policy, cases of suspected cheating and plagiarism to the BSN Coordinator and/or Director of the School of Nursing or the designee.

Withheld Grades (SFASU Policy 5.5 Course Grades)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Unit Objectives

Unit 1
History, Interviewing & Recording Information
1. Recognize ethical considerations in patient-examiner relationships.
2. Describe an environment suitable for conducting an interview and physical assessment.
3. Recognize personal perceptions and behaviors affecting the interview process.
4. Describe and implement techniques to facilitate an interview.
5. Adapt the interview process to meet the individual needs of the patient.
6. Identify the different types of health histories.
7. Identify the components of the complete health history.
8. Describe how to assess the characteristics of a chief complaint.
9. Describe rationale for maintaining clear and accurate records.
10. Organize and document data according to a clinical history outline.

Unit 2
Examination Techniques, General Assessment & Vital Signs
1. Describe how to maintain standard precautions during the physical assessment.
2. Describe initial assessment observations and their importance.
3. Describe purpose and use equipment needed to perform complete physical assessment.
4. Correctly obtain and document baseline data (vital signs, height and weight).
5. Identify abnormal vital signs & associated factors affecting respiratory rate, pulse, body temperature and blood pressure.
6. Describe and document how to perform inspection, palpation, percussion, and auscultation, and which areas of the body are assessed with each technique.
7. Identify expected and abnormal findings related to inspection, palpation, percussion, and auscultation in the clinical setting.
8. Describe and use tools used to assess growth and developmental achievement.

Unit 3
Abdominal
1. Describe the physiological function of the normal abdominal anatomic organs.
2. Discuss the system-specific history for the abdomen.
3. Identify and describe common abnormalities found in the physical assessment of the abdomen and discuss the pathophysiology of these problems.
4. Demonstrate and document the physical assessment for the abdomen.
5. Identify appropriate nursing interventions based on assessment of the abdomen.
6. Describe changes in the physical assessment findings for different age groups.

Unit 4
Cardiovascular & Peripheral Vascular
1. Identify the anatomic landmarks of the chest and periphery.
2. Describe the characteristics of the most common cardiovascular chief complaints.
3. Discuss the system-specific history for cardio and peripheral vascular.
4. Identify and describe common abnormalities found in the physical assessment of the cardiovascular system and discuss the pathophysiology of these problems.
5. Demonstrate and document a cardiovascular assessment.
6. Identify appropriate nursing interventions based on assessment of the cardiovascular system.
7. Describe changes in the physical assessment findings for different age groups.
Unit 5
Respiratory
1. Describe the anatomic landmarks of the thorax.
2. Discuss the system-specific history for the respiratory system.
3. Describe the characteristics of the most common respiratory chief complaints.
4. Identify and describe common abnormalities found in the physical assessment of the respiratory system and discuss the pathophysiology of these problems.
5. Demonstrate and document a respiratory assessment.
6. Identify appropriate nursing interventions based on assessment of the respiratory system.
7. Describe changes in the physical assessment findings for different age groups.

Unit 6
Neurological System
1. Identify and describe the anatomical structures of the neurological system and their functions.
2. Describe the characteristics of the most common neurological complaints
3. Discuss the system specific history as it relates to the neurological system.
4. Demonstrate and document a neurological assessment in a systematic manner.
5. Identify and describe common abnormalities found in the neurologic assessment and discuss the pathophysiology of these problems.
6. Identify appropriate nursing interventions based on assessment of the neurological system.
7. Describe changes in the physical assessment findings for different age groups.

Unit 7
Musculoskeletal
1. Identify the anatomic structures of the musculoskeletal system.
2. Describe the characteristics of the most common musculoskeletal chief complaints.
3. Discuss the system-specific history for musculoskeletal system.
4. Identify and describe common abnormalities found in the physical assessment of the musculoskeletal system and discuss the pathophysiology of these problems.
5. Demonstrate and document a musculoskeletal assessment.
6. Identify appropriate nursing interventions based on assessment of the musculoskeletal system.
7. Describe changes in the physical assessment findings for different age groups related to the musculoskeletal system.

Unit 8
Head, Ear, Eyes, Nose & Throat
1. Identify the anatomic structures of the HEENT including lymph nodes.
2. Describe the characteristics of the most common HEENT chief complaints.
3. Discuss the system-specific history for the HEENT.
4. Demonstrate and document the physical assessment of the HEENT.
5. Describe normal findings in the physical assessment of the HEENT.
6. Identify and describe common abnormalities found in the physical assessment of the HEENT systems and discuss the pathophysiology of these problems.
7. Identify appropriate nursing interventions based on assessment of the HEENT systems.
8. Describe the changes in the physical assessment findings for different age groups.
Unit 9
Male & Female Genitalia
1. Identify and describe the anatomy and physiology of the male and female genitalia, including age relevant transformations.
2. Discuss the system-specific history for the reproductive organs.
3. Describe the characteristics of the most common reproductive system chief complaints.
5. Identify and describe common abnormalities found in the physical assessment of male and female genitalia and discuss the pathophysiology of these problems.
6. Identify appropriate nursing interventions based on assessment of the cardiovascular system.
7. Describe changes that occur in the reproductive system for different age groups.

Unit 10a
Integumentary System
1. Describe the anatomy and physiology of the integumentary system.
2. Explain the process of describing and classifying skin lesions.
3. Describe the characteristics of the most common integumentary chief complaints.
4. Discuss the system-specific history for the integumentary system.
5. Identify and describe common abnormalities found in the physical assessment of the integumentary system and discuss the pathophysiology of these problems along with risk factors.
7. Identify appropriate nursing interventions based on assessment of the integumentary system.
8. Describe changes in the physical assessment findings for different age groups

Unit 10b
Cultural Awareness & Emergency Assessment
1. Describe the process of providing culturally competent nursing care.
2. Assess own cultural values, beliefs and behaviors.
3. Identify increased health risks and disorders prevalent in selected ethnic, racial, and population groups.
4. Identify health-seeking behaviors and health practices influenced by cultural values, customs, and beliefs.
5. Identify potential areas of conflict between customs and values of patients and those of health care providers.
6. Conduct and document a comprehensive cultural assessment.
7. Describe abnormalities and their characteristics for the most common life threatening conditions.
8. Discuss the health history necessary for emergent situations.
9. Discuss examination integration of systems for patients in a life threatening situation.
10. Describe changes in the physical assessment findings for different age groups.
11. Discuss importance of mechanism of injury when evaluating for possible injuries.
12. Discuss legal and ethical considerations in the Emergency Room.
Clinical Syllabus
Clinical Syllabus

Clinical Activities include:
1. Clinical on campus lab with weekly assessment practice and evaluation with check offs.
2. Weekly Shadow Health: Single-system Exams/Concept Labs required on arrival to lab.
3. Clinical Test Check Offs throughout semester (x3 total).
4. Shadow Health Focused Exams (x2) and Capstone Assignment (x1), and Simulation.

Clinical Learning Outcomes
1. Demonstrate beginning skills in obtaining a client health history, via the client, support system and other available resources.
2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination. (Must pass all 3 Clinical check offs in order to pass course)
3. Show evidence of adequate preparation for each clinical experience.
4. Display behaviors in accordance with the policies and procedures of the School of Nursing.
5. At all times, display safe clinical patient care.
6. Display ethical and professional behavior in clinical.
7. Demonstrate application of findings as basis for decision-making.
8. Attend and be punctual for all clinical experiences.

Clinical Evaluation
Three major clinical check offs will be given throughout the semester. These tests will be graded and will be based on the evaluation of the student’s performance as measured by mastery of the Clinical Objectives listed above and grading rubric provided to the students. The student must pass all three (3) of the major clinical check off’s in order to pass the clinical portion of the course. If a student fails the check off he/she will receive a clinical F-day. The student will then be given another chance to repeat the check off skill. If the student is unable to pass the check off on the second attempt, the student will be given a failing grade for the check off and will therefore fail the course. The student’s clinical performance will also be graded on additional required clinical assignments as listed above. **If the student fails to pass the clinical portion of the course with 75% or better or fail one of the 3 clinical check-off’s, the student will fail the entire course.** The instructors will provide feedback on clinical performance each week throughout the course.

Clinical Grading Policy
Evaluation is based on achievement of the clinical learning outcomes.

Clinical Grade Distribution

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genogram</td>
<td>5%</td>
</tr>
<tr>
<td>Check-Off #1</td>
<td>15%</td>
</tr>
<tr>
<td>Check-Off #2</td>
<td>20%</td>
</tr>
<tr>
<td>Check-Off #3</td>
<td>20%</td>
</tr>
<tr>
<td>Shadow Health: Focused Exams</td>
<td>20%</td>
</tr>
<tr>
<td>(10% each: “Esther” &amp; “Brian”)</td>
<td></td>
</tr>
<tr>
<td>Weekly Check-Off</td>
<td>10%</td>
</tr>
<tr>
<td>Shadow Health: Capstone Assessment</td>
<td>10%</td>
</tr>
</tbody>
</table>

Policies for Clinical
Students must abide by School of Nursing Policies and Procedures. These policies include, but are not limited to, current compliance with drug screening, criminal background checks, medical insurance, immunizations, TB screens, confidentiality, dress code and infection control. The student is responsible for current compliance and may not attend class/clinical until requirements are fulfilled.
**Student Dress Code and Behavior in the Clinical Area**

Students are required to wear SFA scrubs to clinical lab.
- Jewelry permitted is one small earring per ear and a wedding ring.
- Watch with a second hand must be worn.
- Student nametag must be worn at all times.
- Assessment equipment must be brought to lab each week.
- No smoking or tobacco use during clinical hours is permitted.
- Cell phones are NOT permitted.

Failure to follow the dress code and clinical guidelines will result in an F day and the student may be sent home from the Clinical Site.

**Absence from Clinical Policy**

To be an excused absence the student must be excused directly by the clinical instructor. The student must bring a written excuse from a health provider. Students must inform the clinical instructor prior to the beginning of the clinical day if unable to attend or if late (<10 min.). **E-mail will NOT be accepted as a way of notifying instructors of absence.**

Unexcused absences and late arrivals (≥10 min.) will result in a clinical F Day. Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member. Late arrival is defined as arriving to class/clinical 10 minutes after assigned time.

Any student who is absent from or late (≥10 min.) to lab will receive a clinical counseling form and a failing grade for that clinical lab day. **Three late arrivals (<10 min.) for three cumulative labs will result in one clinical absence.**

Students will receive credit for clinical or class attendance if they are present for the entire class or clinical period. Students will not receive credit for any of the class or clinical period if they leave early unless given permission to leave early by the instructor.

Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons. (See SON Policy 21, Clinical Absences on the DeWitt School of Nursing website.) Students are responsible for compliance with all School of Nursing policies.

**Clinical F Days**

**Three clinical F days** will result in clinical failure of the course. See Nursing Student Policies for specific polices and procedures. Clinical F days may be assigned for the following reasons:

1. Failure to provide safe & effective care.
2. Failure to assume professional accountability to include preparation for clinical lab experience.
3. Failure to follow directions of the clinical instructor.
4. Unexcused tardiness or absence.

Clinical F days may be assigned for other reasons in accordance with current nursing standards, the Nurse Practice Act for the state of Texas, and the School of Nursing Student Policies, at the discretion of the clinical faculty.
Shadow Health

Weekly Single System Exams/Concept Labs Policy
Each week students will be required to complete the assigned Shadow Health: Single system exam/concept lab(s) that correlates with the content being presented as defined on the course calendar. You must bring the completed Shadow Health Single System Exam and/or Concept Lab certificate (“Lab Pass”) as assigned to lab. It is due upon entry to the lab. Late assignments will not be accepted. Please note, failure to have the “Lab Pass” certificate with a designated “pass” (not related to the % score) upon entry to the lab will result in an F Day as it is deemed a failure to follow directions and failure to assume professional accountability regarding preparation for clinical lab.

As for calculating the weekly Shadow Health Single System Exams in course grade, the percentage score generated by the program (DCE Score) will be entered into the gradebook. The two assigned Concept Labs do not generate a score; therefore, you will receive a score of 100 for these two assignments if they are completed in full by the designated time. If not completed by the assigned time, a score of zero will be recorded. You may repeat the weekly assignments once to improve your numeric score. After Sunday at 2355 of the assigned week, repeated attempts will not be accepted for grade replacement. Only the second attempt will be allowed for a grade replacement. Students are responsible for flagging the grade for submission within the Shadow Health assignment. If a grade is not flagged, faculty will record the higher grade between the first and second attempt.

Shadow Health Information

What is the Shadow Health Digital Clinical Experience™ (DCE)?
Shadow Health provides a clinical simulation designed to improve your assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7.

Our Digital Clinical Experience is free of many of the constraints and interruptions you face in a hospital or clinical setting. This unique simulation experience allows you to conduct in-depth patient exams and interviews at your own pace. Because the exams are in-depth, these assignments will often take over an hour to complete, so it is important to plan enough time to complete your assignments each week.

Login page: http://app.shadowhealth.com

Technical requirements
1. Review requirements: http://link.shadowhealth.com/Minimum-System-Specifications
2. Tablets and mobile devices are not currently supported.
3. To use Speech-to-Text, you must complete assignments in Google Chrome.

Shadow Health Support:
1. Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
2. If at any time you have any questions or encounter any technical issues regarding the Digital Clinical Experience, please contact the Shadow Health support specialists by visiting the Learner Support Page at http://support.shadowhealth.com for contact information and hours. You may email the Learner Support team directly at support@shadowhealth.com at any time or by calling 800.860.3241.
**Stephen F. Austin State University**  
Richard and Lucille DeWitt School of Nursing  
Clinical Evaluation Tool  
NUR 307: Assessment across the Lifespan

Student: __________________________ Date __________ Fall/Spring: _________  
Instructor(s): __________________________________________________________________________

**Evaluation Criteria:** S = Satisfactory U= Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade: (Pass or Fail)</th>
<th>Final Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Signature:</td>
<td>Final Student Comments</td>
</tr>
<tr>
<td>Student Signature:</td>
<td></td>
</tr>
<tr>
<td>Date: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

Final Instructor Comments

Final Student Comments
<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IIIA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IIIE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>IIIB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IIBC</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>IIIB</td>
</tr>
<tr>
<td>3. Display behaviors in accordance with the policies and procedures of the School of Nursing.</td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IIIA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IIIE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>IIIB</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate evidence of adequate preparation for each clinical experience.</td>
<td>IB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IIA</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination.</td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td>4. Communicate therapeutically maintaining professional boundaries</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate beginning skills in obtaining a client health history via the client, support system and other available resources.</td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate application of findings as basis for decision-making.</td>
<td>IIA</td>
<td></td>
</tr>
<tr>
<td>7. Utilize nursing process in provision of care to clients.</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td><strong>C. PATIENT SAFETY ADVOCATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Maintain safety of self and others.</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>2. Maintain strict infection control measures in clinical setting.</td>
<td>IIIB</td>
<td></td>
</tr>
<tr>
<td>3. Understand knowledge of medications when discussing client health history.</td>
<td>IIC</td>
<td></td>
</tr>
<tr>
<td><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Establish effective working relationships with clients, faculty, staff, and peers.</td>
<td>IVD</td>
<td></td>
</tr>
<tr>
<td>2. Identify roles in the interdisciplinary health care team.</td>
<td>IVA</td>
<td></td>
</tr>
<tr>
<td>3. Identify community resources and referrals in the provision of nursing care.</td>
<td>IVC</td>
<td></td>
</tr>
<tr>
<td>4. Identify role as advocate in health assessment.</td>
<td>IVB</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Reading by Chapter</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>08/27/18</td>
<td>Unit 1: History, Interviewing, &amp; Recording Information</td>
<td>1 &amp; 5</td>
</tr>
</tbody>
</table>
|          |                                                                        |                    |                                                                                                                                             | 2. Communication #1:  
   https://www.youtube.com/watch?v=NnBbE1RoBSU                                                                                               |
|          |                                                                        |                    |                                                                                                                                             | 3. Communication #2:  
   https://www.youtube.com/watch?v=f4qCP_NEYYU                                                                                               |
| 09/03/18 | Unit 2: Examination Techniques, General Assessment, & Vital Signs     | 3, 6, & 8          | Single-system Exams: Health History (95 min.)                                                                                               | 1. Percussion:  
   https://www.youtube.com/watch?v=P4Ryk5IKf_4                                                                                       |
<p>|          |                                                                        |                    | 2. Obtaining BP by the one-step method                                                                                                       | 2. Assessing rate, rhythm &amp; effort                                                                                               |
|          |                                                                        |                    | 3. Assessing radial pulse                                                                                                                   | 4. Assessing the abdomen                                                                                                        |
|          |                                                                        |                    | 4. Assessing the male genitourinary, rectum &amp; prostate                                                                                       | 5. Taking temperatures                                                                                                           |
|          |                                                                        |                    |                                                                                                                                             | Lab: Family Genogram DUE                                                                                                         |
| 09/10/18 | Unit 3: Abdominal                                                     | 18 &amp; 21            | Single-system Exams: Abdominal (75 min.)                                                                                                     | 1. Assessing the abdomen                                                                                                        |
|          |                                                                        |                    |                                                                                                                                             | 2. Assessing the male genitourinary, rectum &amp; prostate                                                                           |
|          |                                                                        |                    |                                                                                                                                             | Lab: Vital Sign Practice DUE; Physical Assessment Evaluation GI                                                              |
| 09/17/18 | Lecture: Exam #1 (Units 1-3) 0800-0930                                |                    |                                                                                                                                             |                                                                                |
|          |                                                                        |                    | Lab: Clinical Check-Off #1 – Vital Signs – Begins at 0930, schedule TBA                                                                 |                                                                                |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Reading by Chapter</th>
<th>Shadow Health Assignments (Due at the beginning of your designated lab time.)</th>
<th>Evolve Clinical Skills Essential Collection &amp; YouTube Videos with Lab Assignments (Due at the beginning of your designated lab time.)</th>
</tr>
</thead>
</table>
| 09/24/18 | Unit 4: Cardiovascular & Peripheral Vascular (Assign Cultural Groups) | 15 & 16            | Concept Labs: Cardiovascular (25 min.) & Single-system Exams: Cardiovascular (75 min.)                                                                 | 1. Assessing radial pulse  
2. Assessing apical pulse  
3. Assessing apical/radial pulse  
4. Assessing the heart & neck vessels  
5. Assessing the peripheral vascular system  
Lab: Physical Assessment Evaluation Cardiovascular |
| 10/01/18 | Unit 5: Respiratory                                | 14                 | Single-system Exams: Respiratory (75 min.)                                                                                                                                                    | 1. Assessing rate, rhythm & effort  
2. Assessing the thorax & lungs  
Lab: Physical Assessment Evaluation Respiratory |
| 10/08/18 | Lecture: Exam #2 (Units 4-5) 0800-0930             |                    | Focused Exam: “Esther” **Must be completed by Sunday, 10/14/2018 at 2355.**                                                                                                                  | **Must be completed by Sunday, 10/14/2018 at 2355.**                                                                                                                                             |
| 10/15/18 | Unit 6: Neurological                              | 7 & 23             | Single-system Exams: Neurological (75 min.)                                                                                                                                                    | 1. Assessing the neurological system: Mental status & cranial nerves  
2. Assessing the neurological system: Motor & sensory function  
Lab: Physical Assessment Evaluation Neuro |
| 10/22/18 | Unit 7: Musculoskeletal                            | 22                 | Single-system Exams: Musculoskeletal (75 min.)                                                                                                                                                    | 1. Assessing the musculoskeletal system  
https://www.youtube.com/watch?v=AF4D4TyE9NM  
Lab: Physical Assessment Evaluation Musculoskeletal |
| 10/29/18 | Unit 8: HEENT                                     | 10, 11, 12, & 13   | Single-system Exams: HEENT (75 min.)                                                                                                                                                    | 1. Assessing the ears  
2. Assessing the eyes  
3. Assessing the head, neck & lymphatics  
4. Assessing the nose, mouth & throat  
Lab: Physical Assessment Evaluation HEENT |
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Reading by Chapter</th>
<th>Shadow Health Assignments (Due at the beginning of your designated lab time.)</th>
<th>Evolve Clinical Skills Essential Collection &amp; YouTube Videos with Lab Assignments (Due at the beginning of your designated lab time.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/02/18 (Friday)</td>
<td>LAB: Clinical SIM with Nur 306 (0800-1400, schedule TBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/05/18</td>
<td>Lecture: Exam #3 (Units 6-8) 0800-0930 Lab: Clinical Check-Off #3 – Neuro, MSK, HEENT – Begins at 0930, schedule TBA</td>
<td></td>
<td>Focused Exam: “Brian” **Must be completed by Sunday, 11/11/2018 at 2355.</td>
<td></td>
</tr>
</tbody>
</table>
| 11/12/18   | Unit 9: Male and Female Genitalia                                     | 17, 19, 20, & 21   | Single-system Exams: Hair, Skin, Nails (75 min.)                               | 1. Assessing the breasts & axillae  
2. Assessing the female genitalia & rectum  
3. Assessing the male genitourinary, rectum & prostate |
| 11/26/18   | Unit 10 (a&b): Integumentary/ Cultural Awareness & Emergency Assessment | 2, 9, & 26         | **Capstone Assignment **Must be completed by Friday, 11/30/2018 at 2355.      | 1. Assessing the skin, hair & nails  
2. Assessing wounds  
3. Cultural Interview: [https://www.youtube.com/watch?v=QGB-uJ_8ILE](https://www.youtube.com/watch?v=QGB-uJ_8ILE)  
4. Competent Cultural Care: [https://www.youtube.com/watch?v=Dx4Ia-jatNQ](https://www.youtube.com/watch?v=Dx4Ia-jatNQ)  
5. Emergency Assessment: [https://www.youtube.com/watch?v=zI-gf-G8_P8](https://www.youtube.com/watch?v=zI-gf-G8_P8) |
| 12/03/18   | Lecture: Exam #4 (Units 9-10a&b) 0800-0930                           |                    |                                                                               |                                                                                                                  |
| 12/10/18   | Final Examination – HESI (comprehensive) 1000-1200                   |                    |                                                                               |                                                                                                                  |